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ABSTRACT

The eighth dispatch contains abstracts of publications from all over the world which focus on vocational education and training development. The first section, News in Brief, consists of 37 abstracts presented under the following topics: forthcoming events, new policies, new institutions, training systems development, training standards, management, methods and media, occupational outlook, research, and for the bookshelf. The second section consists of 20 lengthier and more substantive abstracts on the following subjects: women in employment (Iran and United Kingdom); occupational outlook (France and United Kingdom); nonformal education (Peru and Poland); systems development (Australia, Federal Republic of Germany, Ivory Coast, and Peru); agricultural vocational training (Switzerland); rehabilitation training (Brazil); syllabi of vocational secondary schools (USSR); research needs and training methodologies (United States); and youth programs (Africa and Philippines). The abstracts include a subject and contents analysis as well as the author, title, bibliographical references, and translation of title where needed. (EC)

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Publications

F & P

INTERNATIONAL LABOUR OFFICE
BUREAU INTERNATIONAL DU TRAVAIL

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U.S. DEPARTMENT OF HEALTH,
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CE007458

Contents of this despatch:

This eighth despatch of T & D Abstracts contains, in addition to 37 items under the section "News in Brief", 20 substantive abstracts.

Note, in particular, the following:**Women in employment**

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United Kingdom	2/B 69796

Occupational outlook

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Non-formal education

Peru	4/L 278
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Ivory Coast	2/L 277
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Contenu de cet envoi :

Ce huitième envoi contient, en plus de 20 résumés, 37 échos traités dans la rubrique "En bref".

Voir spécialement :**Les femmes et l'emploi**

Iran	13/B 68538
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France	2/B 68699
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Forthcoming events

EDUCATIONAL BROADCASTING - Milton Keynes,
9-13 April

220

The Open University, in conjunction with a number of other organisations such as UNESCO and the British Council, is arranging an international conference to be held at Milton Keynes, United Kingdom, from 9 to 13 April 1976 on evaluation and research in educational television and radio. The main aim of the conference is to bring together managers, producers and researchers to examine the value and implications of research and evaluation for organisations using television and/or radio in an educational system. In particular, participants from developing countries will be welcomed.

Ms. Lee Taylor, CEREB Secretariat, Open University, Walton Hall, Milton Keynes, MK7 6AA, United Kingdom.

TRAINING OF THE HANDICAPPED - Washington,
22-27 August

221

The 4th International Congress of the International Association for the Scientific Study of Mental Deficiency (IASSMD) will be held from 22-27 August 1976 in Washington, D. C., USA. The programme on education and vocational training will include sessions devoted to recent research in vocational rehabilitation, the assessment of intelligence and behaviour in the mentally retarded and recent developments in manual skill training and vocational counselling of the handicapped. Many of the programmes will be interpreted simultaneously into French and Spanish.

IASSMD Registration, c/o Ben Franklin Station, 12th and Pennsylvania Aves., P. O. Box 72, Washington, D. C. 20044, USA.

TRAINING TRAINERS - Ann Arbor, Summer 1976

222

An intensive series of workshop activities, consultations and lectures is to be carried out by the University of Michigan during 1976. Subject areas cover "media design for trainers", "classroom training techniques", and

"programmed learning". Designed to meet the needs of the practising trainer all the programmes offered aim to bring participants into contact with the latest advances in the various subject areas.

The University of Michigan, Division of Management Education, Graduate School of Business Administration, 1735 Washtenaw Avenue, Ann Arbor, MI 48109, USA.

COMMUNICATIONS MEDIA AND EDUCATION - London, 1976/1977 223

The British Council is running a series of courses from April 1976 to April 1977, concerned with the application of communications media to educational problems. All the courses aim to teach practical skills and are intended for people with some experience who can be released from their jobs for 3-4 months. Subject areas cover the use of communications media in both formal and non-formal education. Applicants should have appropriate qualifications/experience and be proficient in English. Outside the United Kingdom requests for information should be made direct to the Representative. The British Council, or to the British Embassy or High Commission where the British Council is not represented.

Management Unit, The British Council, Tavistock House South, Tavistock Square, London WC1H 9LL, United Kingdom.

New policies

UNEMPLOYMENT TRAINING ALLOWANCES - Belgium 224

Since November 1975 workers declared redundant (for other than professional reasons) who are following vocational training courses in a training centre of the National Employment Agency (Office national de l'Emploi - ONE) are eligible to receive a retraining allowance. The allowance which cannot be received at the same time as unemployment benefit is paid by ONE during the training period for a maximum duration of one year. It is calculated on the basis of the gross salary paid by the last employer (salaire de référence) in relation to the time actually spent in training. The reference salary is governed by a ceiling linked to the consumer price index.

Arrêté royal relatif à l'octroi d'une allocation de reconversion à certaines chômeurs indemnisés qui reçoivent une formation professionnelle. Moniteur belge, Bruxelles, Vol. 145, No. 223, 19 Nov. 1975, p. 14647-14650.

TRAINING PRIORITIES - France

225

In 1976, priority aid for vocational training will be given to activities aimed at resolving employment problems and the re-evaluation of manual work. The measures taken at the beginning of 1975 to stimulate youth employment will be renewed. The second type of training activity accorded priority is that designed to remedy (a) the consequences of dismissals for economic reasons, (b) the repercussions of economic development and (c) particularly serious shortages of skilled personnel. The third priority is training activity to promote either the advancement of manual workers or the improvement of their employment conditions and the enrichment of their work. Collective training experiments geared to possible changes in work organisation are to be encouraged. Other activities to benefit from state aid may be: training for various disadvantaged groups, training to promote social advancement, training for self-employed workers and, finally, training for foreign workers.

Circulaire du Secrétariat d'Etat auprès du Premier Ministre (formation professionnelle) du 15 octobre 1975, Enseignement et formation professionnelle, UIMM, Paris, No. 1485/5, 28 October 1975, 3 p.

TRAINING FOR VACANT POSTS - France

226

Within the framework of the government's employment policy, courses will be organised in 1976 to enable job-seekers to obtain quickly the skills and qualifications which they lack to fill a vacant post. These courses will be arranged in connection with posts registered with the National Employment Agency for which the employers undertake that the trainee will be engaged at the end of training. Administrative procedures will be speeded up for the organisation of the courses. If these measures prove effective they could be re-introduced at a later date.

Bulletin officiel du ministère du Travail, Paris, No. 4, 18-24 Jan. 1976, Text No. 3796, 3 p.

A "COMMON CORE" FOR SENIOR SECONDARY EDUCATION? - Italy

227

The reform of senior secondary education envisaged by the Italian Government can only result in a compromise between the six proposals put forward by the main parties. The two proposals, supported by several parties, which will probably arouse the most controversy are: the prolongation of compulsory education up to 16 years of age and the introduction of a unified senior

secondary cycle centred around a common core of skills and knowledge. The six proposals are published in this issue of *Ricerche didattica*.

Ricerche Didattiche, Roma, Vol. 25, No. 188-189, Oct./Nov. 1975, p. 257-317.

VOCATIONAL TRAINING BILL - Switzerland

228

The Swiss Vocational Education Union (Union suisse pour l'enseignement professionnel - USEP) supports the bill revising the vocational training system [cf. NB No. 197, Vol. 13] but considers that many of the provisions fall short of what is really needed. The Union has therefore submitted several amendments to the bill. The proposed modifications are aimed at integrating vocational training into a larger educational concept mainly by doing away with the inequality existing between vocational and general education streams.

Schweizerische Blätter für beruflichen Unterricht, Aarau, Vol. 101, No. 2, Feb. 1976, p. 45-49.

CAMPAIGNING FOR DAY-RELEASE - U.K.

229

The Trades Union Congress is to increase its pressure for more boys and girls between 16 and 18 to be released from work one day a week to continue their education. Ultimately it wants all workers to be released, a scheme which, unless financed by the government, would impose a heavy burden on industry. The emphasis behind this pressure is on general rather than vocational education - which is the most common form of instruction given in day-release courses. The TUC feels that such education is vital in view of the new responsibilities of workers, through their representatives, for sharing in the framing of economic and industrial policy.

The Times, London, 13 Jan. 1976, p. 21

New institutions

EUROPEAN TEACHERS' UNION

230

A European Union of Teachers (Comité Syndical Européen des Enseignants - CSEE), affiliated to the World Confederation of Teachers, has been set up by trade unions of the nine countries of the European Community. The CSEE will represent the teaching profession at Community organisations, defend

its interests and promote the development of initial and recurrent education. Headquarters have been set up at Bruxelles.

Confédération syndical mondiale des enseignants, Flash, Bruxelles, No. 55, Sept. 1975, p. 1-2.

TRAINING/RESEARCH CENTRE FOR WOMEN - Africa

231

In 1975 the UN Economic Commission for Africa (ECA) established an African Training and Research Centre for Women within the ECA Human Resources Development Division. ECA member states will be meeting in 1976 to discuss financing, programming, implementation and evaluation in collaboration with a number of UN agencies including the ILO. An Advisory Board will be elected to work out the detailed long range plans. The Centre, when fully operational, will be dealing with actual vocational training for women, with the establishment of an African Women's Development Task Force, and with research into the needs for women's training in Africa. At present the Centre is receiving aid from several UN organisations as well as voluntary aid agencies. Pending the results of the meeting later this year further information will be reaching you in this column.

United Nations Economic Commission for Africa, P. O. Box 3001, Addis Ababa, Ethiopia.

THE OFFSHORE OIL INDUSTRY IN EUROPE

232

The recent considerable increase in underwater operations in France has led the French authorities to support the establishment of the Centre for Vocational Training in the under-water industry (Centre de formation professionnelle aux travaux immergés). The Centre, the first of its kind in the world, will be located in Marseille. It gives both general instruction and specialised training to meet the needs of sub-aqua operations and also of public works (ports, dams, etc.). Developments in this field are also taking place in the United Kingdom. The North East London Polytechnic is offering a course which was drawn up following unsolicited requests for study programmes from engineers on the North Sea oil rigs. A series of packages presenting different topics in underwater engineering has been written and each course operates by post with tutorial help available by letter, cassette tape or telephone.

Vocational Training Information Bulletin of the European Communities, Bruxelles, No. 2/3, Sept. 1975, p. 39. Education and Training, London, Vol. 17, No. 19, Nov/Dec. 1975, p. 290.

INDUSTRIAL RELATIONS TRAINING - UK

233

An Industrial Relations Training Resource Centre - to assist companies and other institutions in developing improved industrial relations training for managers - is to be set up by the Manpower Services Commission. The aim of the new Centre is to help the development of industrial relations programmes for managers, particularly at plant or company level, and it will be equipped to provide advice and guidance, especially on internal courses tailored to the needs of the organisation concerned. The Centre will also have the responsibility of training trainers in industrial relations.

The Training Officer, Manchester, Vol. 12, No. 1, Jan. 1976, p. 21.

ADVISORY COMMITTEES - UK

234

The Manpower Services Commission (MSC) has set up a network of 125 advisory committees throughout England, Scotland and Wales to advise on local employment and training problems. The District Manpower Committees, as they are called, have a chairman and 25 members, nine nominated by employers, nine by trade unions, two local authority representatives, two educationalists and three co-opted members. The MSC is looking to the District Manpower Committees to do four things: identify and advise on how to deal with the main employment trends and problems in various areas; appraise the nature and quality of the manpower services provided; promote current services by bringing them to the attention of industry and the working population; give advice on wider policy issues.

BACIE Journal, London, Vol. 29, No. 11, Dec. 1975, p. 171.

Training systems development

COMPENSATORY EDUCATION - Bulgaria

235

New regulations issued in Bulgaria by the Ministry of National Education provide for the organisation of in-plant further education courses for workers who have not completed their primary or secondary schooling. The purpose of the courses, which are run at different levels and last from one to two years, depending on the syllabus, is to enable pupils progressively to reach the educational standard otherwise attained by attending a secondary vocational or technical school. Teaching staff are supplied either by the local education authorities or by the undertaking, which also provides the necessary premises and covers the running costs. The courses take place outside

working hours and consist of 12 hours' formal instruction every week, plus a varying amount of home study. Each course ends with an examination and pupils who pass receive an officially recognised certificate showing the level they have attained.

"D'rzhaven Vestnik", Sofija, 1 Aug. 1975, No. 59, p. 2-5.

VOCATIONAL GUIDANCE AT SCHOOL - FRG

236

For the first time in the Federal Republic of Germany, a teaching model relating to "career preparation" advocated in an experts' report [cf. Abstract No. 2/B 58027, Vol. 13] is undergoing systematic trial in three establishments in Berlin, including two state secondary schools. As part of this experiment, which will continue to the end of 1977, the pupils in the 9th and 10th school year receive instruction for two hours per week on occupational opportunities, in which staff of the vocational guidance services participate. It is expected that the experiment will yield information on how collaboration between teachers and guidance officers can be better organised.

Beruf + Bildung, Bad Wörishofen, Vol. 23, No. 11, Nov. 1975, p. 12-13.

SECONDARY EDUCATION TO SUIT ALL - Sweden

237

The new Swedish secondary school is intended as a united comprehensive school for all post-primary education. However, many young people between 16 and 19 years' of age fail, for one reason or another, to complete secondary education and, as a result, are becoming increasingly disadvantaged on the employment market. A Working Party on the Upper Secondary School has formulated a series of recommendations based on the general premise that everyone is entitled to upper secondary school education. Recommendations include: the provision of short vocational courses for all those not entering secondary education; follow-up of all young people up to the age of 18 years to make sure that they either have a job or are receiving education; the provision of part-time education at secondary level; improved educational and vocational guidance during primary education; introductory occupational courses for young people uncertain about their future; improved information on opportunities for further education. The recommendation of the study group will be examined by the Ministry of Education in conjunction with measures proposed by the Employment Commission.

Swedish Ministry of Education and Cultural Affairs, Fack,
S-103 10 Stockholm 2.

Training standards

GUIDELINES FOR COMMERCIAL TRAINING - Africa

238

The recent Seminar organised in Kenya by the International Labour Office (ILO) to evaluate commercial training programmes in the English-speaking African region resulted in the establishment of guidelines which, it is hoped, will influence the future development of these activities within the region. The guidelines were drawn up in the form of recommendations and cover: training standards, teacher training, training methods and media, vocational guidance, examinations, further training, management training and conditions of service for teachers.

Report on ILO/SIDA Seminar on commercial training for English-speaking African countries, Genève, ILO, 1975; Doc. ILO/TF/AFR/R.29, 29 p.

JOB DESCRIPTION FOR THE WELDING TRADES - Latin America

239

Representatives of training institutions, Labour and Education Ministers from six Latin American countries (Bolivia, Chile, Colombia, Equator, Peru, Venezuela) met in Lima (Peru) from 2 to 5 December 1975. Participants approved a job description laying down minimum training standards for the welding trades which should serve as a basis for harmonising occupational skills within these six countries. The meeting was part of a programme of activities decided upon in September during the first meeting of the Andean Commission for Vocational Training (Comision Andina de Formacion Profesional - CAPF).

Centro Interamericano de Investigación y Documentación sobre Formación Profesional, Informes, Montevideo, Dec. 1975, 27 p.

TESTING THE CONTINUOUS MONITORING OF SKILLS - FRG

240

In conjunction with the introduction of training by stages (Stufenausbildung), a system of continuously monitoring training performance will be pilot tested in the following five trades: electrical fitter, mechanic, machine fitter-assembler, skilled construction worker, bricklayer. At the end of each training period, the competent examining body awards a certificate on the basis of a periodic evaluation of the trainee's performance. A certificate may be awarded when the over-all results correspond with the level required

to pass the final examination. Special standardised training plans will be introduced during the pilot test which will continue until 1980.

Verordnung über die Entwicklung und Erprobung einer neuen Ausbildungsform vom 24 Juli 1975, Bundesgesetzblatt, Teil I, Bonn, No. 90, 31 July 1975, p. 1985-2039.

FURTHER TRAINING OF SUPERVISORS - GDR

241

Following an agreement between the State Secretariat for Vocational Training and the Chamber of Technology (Kammer der Technik) a series of measures have been adopted to improve the initial and further training of supervisory staff. These measures should, due to closer co-operation between the two institutions, lead to better dissemination of information on the in-plant and other training services offered by the Chamber. A list of the 1975/76 further training courses for supervisors organised by the Chamber is annexed to the agreement.

Verfügung und Mitteilungen des Staatssekretariats für Berufsbildung, Berlin, No. 11, 12 Nov. 1975, p. 131-132.

CIVILIAN APPRENTICESHIP IN THE MILITARY - USA

242

Following an agreement between the US Army and the Department of Labor, members of the Armed forces will be able to have the training received during military service recognised by civilian agencies. Army Commanders are authorised to sponsor apprenticeship programmes patterned after those in private industry and approved by the Bureau of Apprenticeship and Training. Army training will not normally be altered to meet civilian standards of apprenticeship but where additional experience or training may be necessary appropriate arrangements will be made to acquire it.

US Department of Labor, Employment and Training Administration, Bureau of Apprenticeship and Training, Washington, D. C., 20210, USA.

STANDARDS FOR EVERYONE - USA

243

In apprenticeship, new national standards have been developed for automobile, aerospace and agricultural implement workers in the USA. These standards mark a clean break with traditional fixed-period programmes of the past and include credit for previous experience in the military service or in a skilled trade and deviations from the standard training period if approved by the

local joint apprenticeship committee. At the same time, national apprenticeship standards have been drawn up for the first time for fire fighters throughout the country. These standards reflect the full agreement of all the parties involved as the type of training required.

US Department of Labor, Employment and Training Administration, Bureau of Apprenticeship and Training, Washington, D. C. , 20210, USA.

Management

CONSULTANCY NETWORK FOR AFRICA

244

The African Training and Research Centre in Administration for Development (CAFRAD) is to set up a network of African management consultants/trainers and has set up a full-time Consultancy Unit to co-ordinate these activities. The objectives of the network are to provide management consultancy services to the Governments of African States at all levels. The network will also serve as an instrument for: enabling Africans to develop consultancy skills through practice; establishing, promoting and maintaining professional standards for African consultants; providing CAFRAD with the capability to generate a flow of consultants/trainers.

Proposals for CAFRAD's network of consultants/trainers, Tanger, CAFRAD, 1975: Doc. CAF-CONS/75-29 (Rev.), 12 p.

Methods and media

WORKERS' EDUCATION AND ITS TECHNIQUES - International

245

Although primarily intended for workers' education this manual is of interest to all those concerned with training in developing countries. Workers' education and vocational training instructors have normally got one thing in common, neither are professional teachers. Part II of the book dealing with teaching methods and techniques could therefore provide several useful hints to anybody concerned with vocational instructor training in developing countries, where instructors may be called upon to teach trade theory and sometimes even "general education" subjects. Special attention is given to both modern and traditional methods that will prove of greatest value to people who are anxious to study but whose characteristics are not those of the conventional student.

Workers' education and its techniques, ILO, Genève, 1975, 199 p.

EXPORT TRAINING IN A PACKAGE - International

246

Developing countries will now be able to carry out their own systematic training courses on export marketing and export promotion using new training packages produced by the International Trade Centre. These self-contained training units will be available to educational institutions, export promotion agencies and other governmental and non-governmental bodies in developing countries. The first package in the series covers "export marketing". It will be followed by others on the following topics: export promotion; export procedures; trade fairs and exhibitions; trade information services; joint export marketing and trade missions; export products; costing and pricing and instructor's workshops. There are three components in each package: an instructor's manual, course members' material and audio-visual and other support material.

International Trade Centre UNCTAD/GATT, Palais des Nations, 1211
Genève 10, Switzerland.

RURAL DEVELOPMENT MANUAL - Africa

247

A recent FAO manual on farmer training obviously meets an expressed need, its publication being the result of recommendations made by participants of national workshops and seminars held throughout East-Central and Southern Africa. The purpose of the manual is to provide guidance to the extension staff of all agencies concerned in rural development, with special reference to the training needs of the small farmer. The emphasis throughout is on residential training although reference is made to other types of training. The manual ends with a series of recommendations and is completed by a general and country bibliography.

BARWELL, C., Farmer training in East-Central and Southern Africa, Roma, Food and Agriculture Organisation of the United Nations, 1975, 115 p.

THE PEACEFUL USE OF OUTER SPACE - Latin America

248

The joint United Nations/UNESCO regional seminar on satellite broadcasting systems for education and development was the fourth in a series devoted to such questions. Its purpose was to provide an opportunity for participants from the Economic Commission for Latin America (ECLA) region to acquaint themselves with the various national and regional programmes for education and development utilising satellite broadcasting techniques and to discuss problems of establishing a regional Latin American System for Education (SERLA). Participants - mainly policy-makers from the countries concerned - emphasised the need to co-ordinate future work in this field with

programmes of economic and social development. The efforts of the United Nations agencies in this field should concentrate on determining the prospects and capacities of the Latin American region to utilise telecommunication media more extensively for educational purposes.

Report of the joint UN/UNESCO regional seminar on satellite broadcasting systems for education and development, New York, United Nations, 1975: Doc. A/AG.105/160, 24 p.

IMPROVING THE QUALITY OF TELE-EDUCATION - FRG

249

Faced with abuses which have accompanied the spectacular expansion of tele-education the Government of the Federal Republic of Germany is introducing legislation to protect users. The controls envisaged include: compulsory registration of all fee-paying courses (other than those concerned with leisure activities); regulations covering advertising, and the form and content of the contract; a clear distinction between the responsibilities of the Federal Vocational Training Research Institute (Bundesinstitut für Berufsbildungsforschung) and the central authorities of the various states (Land). If the legislation is adopted it will come into force on 1 January 1977.

Gesetzentwurf der Bundesregierung - Fernunterrichtsschutzgesetz, Deutscher Bundestag, 7. Wahlperiode, Drucksache 7/4245, 3 Nov. 1975, 35 p.

Occupational outlook

CAREERS DIRECTORY - France

250

A portfolio containing generalised descriptions of occupational stereotypes in insurance is the first of a series to be published between now and 1978 as part of a "French Director of Occupations". The result of collaboration between the National Employment Agency, the Ministry of Education and university research institutes, the directory should fill gaps in the information available on occupations. It should help individuals in their choice of career and assist in the definition of training objectives. The classification is based on the concept of the work situation which corresponds to the contribution of the individual in the functioning of a socio-technical system. For each stereotype the information is presented under nine main headings: titles, definitions, functional situation, outline of the work, description of tasks, responsibility and degree of independence, environment, entry conditions, jobs and situations available. An analytical index and a glossary will be progressively established. The production of the Directory has been

entrusted to the Centre for Studies and Research on Qualifications (Centre d'études et de recherches sur les qualifications).

La Documentation française, 29-31 quai Voltaire, F-75340 Paris cedex 07.

VOCATIONAL TRAINING DIRECTORY - Italy

251

In this number of the periodical "Osservatorio sul mercato del lavoro e sulle professioni", the Institute for the Development of Workers Vocational Training (Istituto per lo sviluppo della formazione professionale dei lavoratori - ISFOL) begins the publication of a series of reports which in due course will constitute a vocational training directory. The object is to provide information on changes in the system of production, in relation to the employment market and the evolution of occupations, for use in political, economic and social circles concerned with vocational training. This first instalment deals with the commercial sector, and is in three sections: (1) a study of the structural characteristics of the sector and the training problems engendered by modern commercial practices; (2) examples of training programmes for commercial workers; (3) information on research, training and technical assistance centres in this field.

Osservatorio sul mercato del lavoro e sulle professioni, Roma, No. 4, July 1975, 75 p.

Research

IMPLEMENTING CAREER EDUCATION - USA

252

The US Office of Education is to finance the in-school testing of research projects to implement educational practices developed by the National Institute of Education (NIE) for career education programmes. Three priority areas have been designated for funding: co-operative vocational education and work experience programmes using NIE instructional strategies; development and demonstration of programmes based on a cluster system of related jobs and lastly a replication of the NIE model - which represents an alternative to regular secondary school with students permitted to perform non-paid work as well as to observe adults in their work environment.

Division of Research and Demonstration, US Office of Education, Room 5042, Regional Office Building 3, 7th and D Streets, S. W., Washington, D. C., 20202, USA.

For the bookshelf

TOWARDS A LEARNING SOCIETY - International

253

In 1972, the International Commission on the Development of Education published a report setting out educational strategies for Member States of UNESCO [cf. *Learning to Be*, UNESCO/Harrap, Paris/London, 1972 and abstract No. 2/B 50209, Vol. 12 - International]. A companion volume to the report has recently been published containing extracts from the written documentation which formed the basis of the original report. In all one hundred and sixteen extracts brought together under fifteen headings give the reader a global overview of changing trends in educational philosophies and practices.

Education on the move, Paris, UNESCO Press, 1975, 307 p.

ENCYCLOPAEDIA OF EDUCATIONAL EVALUATION

254

This book brings together the major concepts and techniques used in the evaluation of training programmes. Although some of the topics are highly technical the aim throughout has been to explain them in terms that are generally comprehensible. Most of the entries are brief, capturing the essence of the topic and then directing the reader interested in pursuing it in more depth to selected sources. The publication itself is attractively presented and enables the searcher to quickly locate topics of immediate interest. Listed under eleven major concept areas the articles under each concept move from the general to increasingly specific applications and techniques. All in all, an extremely instructive publication.

Encyclopedia of educational evaluation, San Francisco/London, Jossey-Bass Publishers, 1975, 515 p.

A GUIDE FOR ADULT TRAINING PERSONNEL - France

255

A teaching guide for non-teachers, this book is addressed to all engaged in adult training who have had no special preparation. After tracing the growth of the legislative machinery and analysing the repercussions of the law on life-long education, the authors analyse training situations on the basis of concrete cases. The problem of methods and means is then approached from four angles: the analysis of working situations, the assumed objective, the planning of teaching operations, the available methods. Finally, the

prospects of adult training in the undertaking and at the level of the community as a whole are outlined.

CAMPAR, P. et coll., La pratique de la formation des adultes, les Editions d'organisation, Paris, 1975, 181 p.

THE RIGHT TO TRAINING LEAVE - France

256

Who is eligible for training leave and under what conditions? This book is intended for employers, workers, unions and public authorities called upon to answer this question. The first part discusses the right to vocational and non-vocational training leave for those in employment within the over-all framework of the "right to work". The second part deals with the right to training for those who are unemployed or threatened by redundancy. The book is intended to contribute to the development of the concept of lifelong education and was written in close collaboration with the department of continuing education of the National Information Centre for Economic Advancement.

LUTTRINGER, J. M., Le droit des travailleurs à la formation. Paris, Armand Colin Formation, 1975, 127 p.

	T & D	Level	Sector	Country Australia	In referring to this abstract please quote No. 2/L 281
Author: Title: Bibliographical references:	2			914	
Translation of title:					
Subject analysis					Act to regulate the training of apprentices and skilled workers: constitution and powers of the Industrial Training Commission; role of the trade and industry advisory committees; scope of new regulations; procedures; awards; sanctions. [This abstract deals only with the innovations introduced by the law].
Contents analysis					[As a result of a growing need for improved training practices a new Act to regulate industrial training has been passed in Victoria. It repeals the Apprenticeship Act of 1958 (No. 6199) and broadens the scope of the Apprenticeship Commission by reconstituting it as the Industrial Training Commission. The Act should be seen within the wider framework of new government action to ensure long-term skill needs, in particular, the training subsidies payable to employers under the National Apprenticeship Assistance Scheme - cf. NB No. 152, Vol. 13.] For the purposes of this Act - "Adult trainee" means a person of 21 or more years of age, other than an apprentice, who by agreement registered under this Act undertakes to pursue a course of training in any trade. "Apprentice" means any person pursuant to this Act bound apprentice by indenture to an employer in an apprenticeship trade. The Apprenticeship Commission shall be reconstituted as the Industrial Training Commission and the scope of its activities broadened. The Industrial Training Commission shall consist of ten members: one appointed as president of the Commission, one nominated by the Minister of Education and equal representation of workers' and employers' organisations (4 members each). The Commission shall have the following powers and functions: (1) to keep under review - the availability of young persons for skill training and of vacancies for apprentices, pre-apprenticeship trainees and adult trainees; the adequacy of the training of apprentices, pre-apprenticeship trainees and adult trainees in employers' workshops and in technical schools and measures to improve that training; the adequacy of the apprenticeship system

as a means of training skilled workers; measures to improve the system.

(2) to make recommendations

- to the Minister of Labour and Industry as to the trades which should be considered as apprenticeship trades. It shall also determine the conditions of apprenticeship and to this end shall draft regulations concerning -

the duration of apprenticeship and the form and content of the apprenticeship indenture; the minimum age and educational requirements for entry into apprenticeship; the hours of employment, wages and conditions of apprenticeship (including the proportion of apprentices to skilled workers); the theoretical instruction and trade experience to be given to an apprentice or adult trainee; enrolment for and attendance at classes of theoretical instruction by apprentices and adult trainees, such instruction not to exceed a total of 800 hours in any one year or 1,600 hours during the apprenticeship period. (The employers shall allow time off during normal work hours to follow such instruction).

Where an apprentice applicant has sufficient knowledge/skills, the Commission may permit him to enter apprenticeship at an advanced stage. The Commission may also extend or reduce the period of apprenticeship according to the performance of the apprentice. After successful completion of the apprenticeship period the Commission shall issue a final certificate of proficiency.

The Commission may also approve the suspension, cancellation or transfer of indentures and take action for breaches and defaults under indenture.

Trade committees

The Commission may appoint a trade committee for a trade or group of apprenticeship trades comprising equal representation of employers and unions in the trades concerned. Any function or matter delegated to a trade committee is subject to the approval of the Commission. The president of the Commission shall serve as Chairman of the trade committee.

Industry advisory committees

The Commission may appoint an industry advisory committee for any industry in which apprenticeship trades are carried out. Such a committee shall advise the Commission concerning the requirements of the State for skilled workers and the measures necessary to correct any likely shortage or surplus. Regional advisory committees may also be appointed for any part of the State.

[This Act came into force on 16 May 1975.]

	T & D	Level	Sector	Country	In referring to this abstract please quote No. 2/L 277
	2	-	-	Ivory Coast	666.8
Author: Title: Bibliographical references:	- Décret no. 75-435 du 19 juin 1975* Journal Officiel de la République de Côte d'Ivoire, Abidjan, Vol. 17, No. 38, 7 Aug. 1975, p. 1377-1381.				
Translation of title:	Decree No. 75-435 of 19 June 1975*				
Subject analysis	Decree re-organising the National Institute for Continuing Further Training: establishment of further training centres; co-ordination of the activities of the centres; administration and personnel; financial management and control.				
Contents analysis	The work of the National Institute for Continuing Further Training (Institut national du perfectionnement permanent - INPP) [cf. abstract No. 4/L 173, Vol. 11] is carried out through the various further training centres. It is co-ordinated by a Co-ordinator-General, appointed for a maximum, renewable term of three years. His principal responsibilities are: to inform the directors of the centres of decisions taken by the INPP Executive Board; to maintain permanent contact with them and with other further training centres associated formally with the Ministry of Technical Education and Vocational Training; to convene as often as necessary but at least twice a year a meeting of the directors of the INPP and other associated centres in order to draw up objectives for each centre during the period between meetings; to inform undertakings of the training services provided by the INPP and associated centres; to centralise data concerning the training requirements of undertakings and establish priorities in relation to national objectives; to direct undertakings whose applications have been accepted towards the appropriate centres; to supervise the further training activities of INPP centres; to provide a link between the INPP and (a) centres of the National Office for Vocational Training [cf. abstracts 4/L 28, Vol. 6 and 4/L 134 Vol. 10] and (b) various organisations and establishments under the responsibility of the Ministry of Technical Education and Vocational Training, so as to capitalise to the full the available potential for further training. The Co-ordinator also represents the directors of the INPP centres or the Executive Board and is accountable to the Chairman for the management of these centres. <u>Administration</u> Each centre is administered and managed by a director appointed by the INPP Executive Board on the nomination of the Minister of Technical				

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Education and Vocational Training. The director is advised by a technical committee comprising a representative of the Director-General of training, a teachers' representative and two representatives of the trade associations of the sectors served by the centres, appointed by the Co-ordinator on the nomination of the associations concerned.

The Decree repeals previous provisions to the contrary, in particular Decree No. 71-623 of 23 November 1971 [cf. abstract No. 4/L 174, Vol. 11].

[See also abstract No. 2/L 276, Vol. 13]

* Full Titles:

French: Décret no. 75-435 du 19 juin 1975, portant réorganisation de l'Institut national du perfectionnement permanent.

English: Decree No. 75-435 of 19 June 1975, providing for the reorganisation of the National Institute for Continuing Further Training.

	T & D	Level	Sector	Country	In referring to this abstract please quote
	2	-	-	Ivory Coast	No. 2/L 276
Author: Title: Bibliographical references:	- Décret no. 75-432 du 19 juin 1975* Journal Officiel de la République de Côte d'Ivoire, Abidjan, Vol. 17, No. 38, 7 Aug., 1975, p. 1376-1377.				
Translation of title	Decree No. 75-432 of 19 June 1975*				
Subject analysis	Decree concerning the new responsibilities of the Minister of Technical Education and Vocational Training and the reorganisation of the Ministry.				
Contents analysis	Responsibility for higher technical education and for the supervision of private technical education establishments is now expressly included among the duties of the Minister of Technical Education and Vocational Training. In particular, the Minister is responsible for the following services: - a pedagogical inspection unit; - national training service, comprising a technical education division (sub-divided into two sections dealing respectively with public and private technical education) and a division for continuing vocational training (sub-divided into two sections dealing respectively with vocational training and training for the artisan trades). In addition to the National Office for Vocational Training the following institutions fall within the competence of the Ministry of Technical Education and Vocational Training: - The National Institute for Continuing Further Training [cf. abstract No. 4/L 174, Vol. 11] and, when established, the Higher National Institute for Technical Education and the National Pedagogical Institute for Technical Education and Vocational Training. The organisation and operation of these institutions and the supervisory powers conferred upon the Ministry are laid down by decree. All previous provisions to the contrary are repealed in particular, Decree No. 70-332 of 15 May 1970 [cf. abstract No. 4/L 122, Vol. 10] defining the responsibilities of the Minister of Technical Education and Vocational Training and prescribing the organisational structure of the Ministry. [See also abstract No. 2/L 277, Vol. 13].				

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* Full Titles:

French: Décret no 75-432 du 19 juin 1975, fixant les attributions du ministre de l'Enseignement technique et de la Formation professionnelle et portant réorganisation du ministère.

English: Decree No. 75-432 of 19 June 1975 defining the duties of the Minister of Technical Education and Vocational Training and providing for the re-organisation of the Ministry.

	T & D	Level Skilled worker/ technician	Sector Agriculture	Country Switzerland	In referring to this abstract please quote No. 2/L 275
	2		1	494	
Author: Title: Bibliographical references:	- Ordonnance sur la formation professionnelle agricole (OFFA) du 25 juin 1975 Recueil des Lois fédérales, Berne, 30 June 1975, No. 25, p. 1096-1129				
Translation of title:	Ordinance on agricultural vocational training of 25 June 1975				
Subject analysis	Ordinance regulating agricultural vocational training: skills; specialised occupations; initial training; continuing training; extension and further training; technician training; federal contributions; penal clauses; fiscal clauses.				
Contents analysis	This Ordinance applies to the vocational training of agricultural workers and specialised agricultural occupations (dairy work, cheese making, market gardening, etc.). As a general rule, both sexes have equal training opportunities. The Ordinance lays down minimum training requirements. Responsibility for vocational training is vested in the Cantons, the main agricultural associations (as defined by law) and other organisations and associations authorised by the Canton. The organisation of vocational guidance is also the responsibility of the Cantons in accordance with the Federal Law on Vocational Training of 20 September 1963 [cf. abstract No. 1/05073, Vol. 2]. Initial training ("formation de base") can be acquired in the following ways: - by a 2-year apprentice period which includes theoretical instruction in a school of agriculture or by four years' agricultural experience, an apprenticeship examination and attendance for at least two winter semesters at a school of agriculture; - by practical training (duration to be specified by the Canton) on a farm (family or otherwise) combined with theoretical instruction, a practical examination and attendance for at least two winter semesters at a school of agriculture; - by work experience combined with attendance at a school of agriculture, open throughout the year, (école annuelle) for at least four semesters (each of 17 weeks duration) culminating in the apprenticeship examination. Initial training lasts at least three years and is completed by an examination which leads to the award of a Federal Certificate of Proficiency (certificat fédéral de capacité).				

An apprenticeship on the family farm must be notified in writing to the Vocational Training Commission appointed by the responsible authorities. The Commission shall also approve the apprenticeship contract (on the family farm or otherwise) and shall, at least once during the apprenticeship period, inspect the conditions under which the apprentice training is carried out. There shall be a 4-week probation period which may be extended to 3 months. One year's training must be conducted outside the family farm.

Any person supervising apprentice training must, as a general rule, possess a Mastercraftsman Certificate or have obtained at least the equivalent training. Both the undertakings where the training takes place and the persons responsible for supervising apprentice training are subject to the approval of the Commission.

An apprentice shall be paid according to his age and level of skill. The Commission may set minimum and maximum wage levels.

An apprentice shall attend courses of theoretical instruction throughout the apprentice period. Such courses shall comprise a minimum of 160 lessons (each of 45 minutes duration) of which at least 80 must be devoted to general education subjects. The courses may be followed during several consecutive weeks or during one or two days each week.

If the apprenticeship examination takes place before the end of the training period, paid leave must be allowed for the purpose.

Continuing training. The responsible authorities shall set up and maintain extension services and the central institutions required to provide continuing training, extension training and further training.

Technician training. The training of technicians (minimum duration, 4 semesters) is carried out in general and specialised agricultural technical institutes (technicum) as well as in higher agricultural technical institutions (minimum duration, 6 semesters).

Supervisory training. Courses, comprising at least 150 lessons, may be organised for farm managers and specialists.

Mastercraftsman examination. Candidates for the mastercraftsman certificate must be at least 25 years of age, hold a Federal Certificate of Proficiency and have completed the practical training laid down by the Examination Commission.

The major provisions of the Law came into force on 1 July 1975.

	T & D	Level	Sector	Country	In referring to this abstract please quote
	2	-	-	United Kingdom	No. 2/B 69796
Author: Title: Bibliographical references:	- Training opportunities for women London, Training Services Agency, 1975, 42 p.				
Translation of:					
Subject analysis	Report on a programme of action to improve training opportunities for women: background; practical limitations; current employment patterns; steps to expand training facilities; special training schemes; supportive programmes; statistical annexes.				
Contents analysis	The programme of action drawn up by the Training Services Agency (TSA) and endorsed by the Manpower Services Commission (MSC), comes as an important complement to the Equal Pay Act and the Sex Discrimination Act, both of which came into force at the end of 1975. The TSA intends to pursue two main lines of approach: (1) to reduce through training the effects of any past lack of educational opportunities and of any detrimental attitudes and social factors, so that women may compete for employment on more equal terms with men; (2) to give mature women returning to the labour force the chance of entering a wider range of occupations or of resuming previous careers. Within this context the TSA has formulated an action programme, the main provisions of which, are outlined below. - In promoting the expansion of training opportunities for women, effort should be directed first to parts of the economy which are growing and to shortage occupations. The trade unions which are already committed to eliminating discrimination [cf. abstract No. 1/B 48874, Vol. 11] will need to be involved in the measures taken. - The TSA will provide assistance in the following areas: broad-based initial training; the development of more flexible career structures; vocational guidance programmes which stress non-traditional areas of employment and the objective appraisal of the potential of women employees within organisations. - As far as management training is concerned the TSA will, as a short-term measure continue to encourage women to follow courses under the Training Opportunities Scheme (TOS); in the longer term more work will need to be done on the reasons why relatively few women are in management and what could be done to increase their numbers. - New incentives are to be provided to selected employers for first year off-the-job training for technician trainees in the engineering				

industry. Ways will be devised to bring about a general increase in the number of technician trainees throughout industry. As far as craft apprenticeship is concerned the TSA recognises that this is an area which will only be of interest to a minority of women.

- Three kinds of information exchange will be needed: information to girls about the opportunities that exist; information to industry about the TSA's aims and the action being taken; and general promotion of TOPS activities for women.
- For highly skilled and professional women it is particularly important to keep abreast of developments and, where appropriate, to practice their skills while away from regular employment. A scheme which allows for this is already operating in medicine. The TSA is to investigate the wider application of similar schemes in other fields.
- Fuller information is needed on existing provisions for refresher training and likely future demand. The TSA will consider what further facilities might be needed.
- Consideration is also being given to the extension of a number of courses which have been run on an experimental basis. These include: courses for those who suffer from lack of confidence; "wider opportunities courses" for those who have difficulty in keeping work or are uncertain what sort of job might suit them; preparatory courses to improve literacy and numeracy.
- The TSA will also encourage the provision of courses which would help women to participate with men in programmes of career development.

In giving effect to the proposals in the report the TSA will need to work closely with many other organisations. Four issues which call for close co-operation are: improvements in career education and guidance; flexible working arrangements; the provision of child care facilities and part-time training.

	T & D	Level	Sector	Country Poland	In referring to this abstract please quote No. 2/B 69793
	2	-	-	438	
Author: Title: Bibliographical references:	SUCHY, S. Aktualny stan i zadania kształcenia ustawicznego pracujących Szkoła zawodowa, Warszawa, No. 10, Oct. 1975, p. 37-41.				
Translation of the	Objectives and current position of lifelong education for workers				
Subject analysis	Article on the various types of training open to workers and their relevance to the development of continuing education opportunities: need to accord equal recognition to qualifications obtained after following vocational training courses inside and outside the regular vocational training system.				
Contents analysis	The provision of lifelong and continuing education for workers is carried out through two main channels. 1. <u>Schools for adult education and study centres run by the Ministry of Education.</u> The aim of this type of institution is to provide both compensatory education to workers who have not completed 8 years' primary education and to bring the educational qualifications of all workers up to secondary level. The general education and further training centres (podstawowe studium zawodowe) set up by the Ministry of Education prepare workers for a primary school leaving certificate and for examinations leading to a skilled worker certificate [cf. abstract No. 2/B 52938, Vol. 12]. The Ministry has also established separate centres within the undertakings for both general secondary education and further training. In addition, the newly created technical colleges for outstanding workers [cf. abstracts Nos. 4/B 56522, Vol. 12 and 4/L 152, Vol. 11] also provide secondary level training. 2. <u>Courses organised by the various sector ministries or by undertakings under their supervision and courses run by social and co-operative organisations and associations.</u> These training courses contribute substantially to the development of the concept of continuing education, particularly in relation to catering for the individual training needs of workers. Methods are to be worked out at an early date for according equal recognition to qualifications obtained from the various types of vocational training course outlined above and those given after completing a course (or part of a course) within a regular vocational school. The introduction of parity between the various courses poses the following question: to what extent does the certificate awarded at the end of a vocational training				

course establish that the holder possesses the corresponding skills/knowledge taught on a full-time basis at a school during six months, a year or a full school cycle, particularly in such subjects as technology, characteristics of materials, occupational safety, technical drawing, etc. To find a solution to this problem ad hoc committees are to be appointed by the district education authorities to determine, on the basis of both the syllabi and the certificate awarded, in what way the skills/knowledge acquired as a result of following various courses may be recognised as equivalent to similar courses given within the vocational school system.

The committees will then be able to organise examinations in which assessments of the trainees will correspond to those of the regular vocational schools. The adoption of such a system will help workers to acquire higher qualifications by enabling them to continue their studies in secondary-level educational establishments after completing a vocational course.

	T & D	Level	Sector	Country France	In referring to this abstract please quote No. 2/B 68699
	2	-	-	44	
Author: Title: Bibliographical references:	- L'avenir de la formation Paris, Centre national d'information pour le progrès économique, July 1975, 77 p.				
Translation of title:	The future of vocational training				
Subject analysis	Report on the recommendations of a commission on the future of training: progress of its work; initial training; improvement of continuing training; finance. [Annexed: texts of the reports on supervisory training and women's training.]				
Contents analysis	The terms of reference of a Commission set up in October 1974 by the Secretary of State for vocational training were to make recommendations on how to meet training needs between 1980 and 2000. Four working groups were set up to study: (1) training of supervisory staff and their role in training; (2) training for women; (3) the repercussions of continuing training on initial training; (4) training for those who are no longer working (temps de "non-travail"). <u>Initial training</u> Initial training must become multi-purpose and concentrate on providing a common core of knowledge. The temptation to prolong it to offset youth unemployment must be resisted. To provide genuine preparation for working life, it is essential: (a) that primary and secondary education give full weight to technological and management concepts; (b) that occupational information for choosing a career be available to children at an early age; (c) that work/study training programmes carried out partly in the schools and partly in the undertakings be substantially expanded. Initial training must be increasingly characterised by the methods and content of continuing training, particularly as regards more flexible admission criteria. <u>Improvement of continuing training</u> Due to the unreliability of manpower forecasts, links must be organised between training action and the employment market in such a way as to develop a system in which supply and demand could be adapted at any given moment in time. The national employment service could be given this task. Supervision should be through a tripartite body. Consultation must be strengthened at all levels, in particular at the level of the works councils.				

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Continuing training must compensate for the strictly occupational character of initial training by giving an important place to the social and human aspects of working life.

As initial training will become essentially multi-purpose, specialisation could be introduced mainly through frequent, short further training courses. A television network, broadcasting 18 hours a day, should be set up for this purpose. Workers' and employers' representatives should be closely associated with the planning and execution of programmes.

Systematic evaluation procedures should be introduced by which the trainers are assessed by those being trained and the results submitted to supervisory authorities and works councils.

The organisation of continuing training should be given a more international character so that other countries, particularly developing countries, might benefit.

Training should not be linked exclusively to promotion opportunities. The acquisition of a more interesting post, more in line with individual aspirations, is also a factor which should not be ignored. Adequate financial resources should therefore be provided to permit fuller application of the right to educational leave. At the same time, care must be taken to ensure that continuing training does not lead to new inequalities.

An attempt should also be made to prepare individuals and groups for the periods of their lives when they are not at work (leisure, retirement, etc.).

The financial system established by the joint agreement of 1970 [cf. abstracts Nos. 1/B 40018, Vol. 9 and 1/L 120, Vol. 10] and the Law of 1971 [cf. abstract No. 1/L 126, Vol. 10] should be continued. So as to allow training authorities to plan sufficiently far ahead, the employer's minimum contribution, currently assessed annually, should be established every three years on the basis of economic prospects.

A system of training leave, paid by the employers, might also be introduced, provided small and medium undertakings could largely recoup the cost through a training insurance plan [cf. abstract No. 1/L 71, Vol. 8]. Reform of initial training should be encouraged, with the eventual aim of integrating initial and continuing training into a comprehensive education system. Educational research should be energetically promoted.

	T & D	Level	Sector	Country	referring to this abstract please quote No. 2/B 68325
	2	-	-	United Kingdom 42	
Author: Title: Bibliographical references:	Training Services Agency Grouping of skills London, Her Majesty's Stationery Office, June 1975, 61 p.				
Translation of title:					
Subject analysis	Report on research carried out to develop a possible basis for a unified vocational preparation system: underlying concepts; overseas practices; outline classification of skills, knowledge and interests; the next step.				
Contents analysis	The Training Services Agency (TSA) has devoted much thought to achieving the objectives outlined in their First Five Year Plan [cf. abstract No. 4/B 60044, Vol. 13]. The result of this thinking has been a tentative outline "model" of a system which accords particular importance to: - providing more and better training for young people entering their first employment; - increasing the quantity of training in skills which take a long time to develop; - providing modular programmes of training so that individuals can pick and choose from them at any stage in their lives according to their wishes and circumstances; - improving employment specific training within organisations. The model is conceived as a unified whole and is seen as a framework to ensure the availability of an integrated service of training and education which will meet the economic and social needs of industry. It comprises a classification which describes the ingredients (or dimensions) of occupational mobility and the levels (or categories) of knowledge and skill which can be used to relate to both the individual concerned and the job he seeks. Unlike most classifications, it includes the interests of the individual as an essential dimension. The rationale behind this, was that if the TSA is to arrive at clusters of jobs which have similar requirements in terms of knowledge and skills and is, at the same time to develop training policies and programmes related to them, those clusters must be linked with people. The individual's interests are the first factor in his choice of job. Moreover, there is no doubt that many (if not most) individuals are ill informed about the range of jobs that might link with their interests.				

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The classification has eight dimensions of occupational mobility (under two main headings) and varying numbers of categories or levels and modules of skill and knowledge within them. The dimension of interests follows, although in any practical application of the classification it would serve as an entry point.

Knowledge. Under this general heading come four dimensions of occupational mobility: (a) academic, (b) industrial, occupational, materials, (c) place of work, (d) technology.

Skills. This heading covers four further dimensions of occupational mobility: (a) basic abilities, (b) reasoning ability and problem solving capacity, (c) mental, physical and social skills, (d) attainment and responsibility.

Interests are related to eight categories: scientific, social services, general services, literary, artistic, computational, practical, natural.

The classification provides a means of describing every job in the economy in terms of the various dimensions and categories. Jobs can be related to each other in terms of the interests, knowledge and skills required for their performance. Those jobs with identical requirements may then be sorted into bundles or clusters.

The classification when perfected should enable all concerned:

- (a) to relate an individual to jobs he could do now (but which neither he nor the employer might have realised he could do);
- (b) to identify the mismatch if any, between an individual and any job and describe that mismatch in terms of interests, knowledge and skills possessed or required, thus identifying needs of various kinds for the purposes of planning and providing learning.

Finally, the classification enables all concerned to describe in both quantitative and qualitative terms the knowledge and skills required in jobs and for people. It thus provides the basis for developing the national training and learning system. If adopted, its potential uses include: careers advice; developing and providing appropriate training (learning); setting training standards. Continuing research is scheduled to develop and test the validity of the approach further.

	T & D 4	Level -	Sector -	Country Brazil 81	In referring to this abstract please quote No. 4/L 280
Author: Title: Bibliographical references:	- Portaria no 171 de 17 de Junho de 1975 Diário Oficial, Brasília, Vol. 113, No. 121, 30 June 1975, p. 7875-7876.				
Translation of t	Decree No. 171 of 17 June 1975 [Rehabilitation training]				
Subject analysis	Decree concerning the organisation of vocational rehabilitation programmes: competent authority; admission requirements; rehabilitation centres and institutions; financing.				
Contents analysis	Vocational rehabilitation aimed at reintegrating the occupationally handicapped as active members of society is to be provided under the auspices of the National Institute of Social Security (Instituto Nacional de Previdência Social - INPS). Vocational rehabilitation courses shall be contracted out by the Institute to vocational rehabilitation centres or specialised institutions. Programmes will include medical and psychological treatment, social services, occupational training and trade practice as well as placement and follow-up services once in employment. Priority for admission shall be given to individuals considered capable of re-entering employment after a short rehabilitation period (180 days) and covered by industrial accident assurance. The specialists and technicians staffing a rehabilitation programme will make up a rehabilitation team. Team decisions will be taken concerning the type of rehabilitation programme required in each case and the likelihood of the individual being able to complete the programme successfully in 180 days. As far as possible INPS will supply rehabilitation participants with auxiliary aids (surgical or corrective appliances, work instruments, etc.) prescribed by a doctor or social assistant. Vocational training and trade practice may be carried out through practical training periods within undertakings. INPS will award certificates showing the trades they can exercise, to individuals who have successfully completed such a programme. INPS will promote, mainly through grants, the initial and further training of technical and auxiliary personnel necessary for staffing rehabilitation centres. [The decree came into force on 1 August 1975.]				

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	T & D	Level	Sector	Country Peru	In referring to this abstract please quote No. 4/L 279
	4	-	-	85	1
Author: Title: Bibliographical references:	- Decreto supremo No. 012-75-ED: Reglamento de educación básica El Peruano, Lima, No. 10268, 23 June 1976, p. 7.				
Translation of title:	Presidential decree No. 12-75-ED: Organisation of basic education				
Subject analysis	Decree concerning the organisation of basic education: regular basic education; basic education for employment; basic education inside and outside the school system; transitional provisions.				
Contents analysis	[This abstract deals with the provisions relating to basic education with a view to employment (educación básica laboral): Sections III and V.] Basic education for employment is intended for young people (normally over 15 years of age) and adults who have been unable to follow regular basic education at the appropriate time [Sections II and IV of the decrees and abstract No. 2/L 160-2, Vol. 12]. It should preferably be given outside the school system. It is made up of three cycles comprising respectively 2, 3 and 4 levels or steps. The assignment of students to the different levels depends on their performance at the preceding level or on certificates awarded at the end of each cycle. Instruction must be organised in relation to development plans and take into account the character and interests of participants. Programmes must be adapted to the characteristics of the population and of the areas where they take place. Each step shall comprise an instructional period of at least 90 operative days. Locally available premises, installations and equipment, particularly in the educational sector, should be utilised for the work-related content of programmes. The training given should be organised through projects of economic and social value to the community and give priority to socially owned undertakings*). The teaching and training methods must encourage self-study and independent learning. Programmes must be co-ordinated with programmes of special vocational training [cf. abstract No. 4/L 278, Vol. 13], with similar programmes set up by community educational units [cf. abstract No. 1/L 160-1, Vol. 11] and with those organised in other occupational sectors. The <u>evaluation</u> of participants is to be continuous, comprehensive and flexible. It will cover all aspects of the education process. It will be				

both individual and collective and include self-evaluation procedures. Evaluation results will be entered on an individual record card.

Periods of supplementary training may be organised at the request of participants. Passage from one level to the next is automatic when the participant has attained the prescribed standard. At the end of each cycle a certificate is awarded by the director of the programme. The certificate gives details of the occupational field and the qualification level attained. The final certificate awarded at the end of the 3rd cycle gives access to the 1st cycle of higher education.

Basic education programmes for employment may be organised within undertakings (centro laboral), provided the undertaking makes an official application and fulfils certain conditions which guarantee the proper implementation of the programme.

Programme managers are responsible, in collaboration with an Educational Council, for promoting, guiding and co-ordinating educational activities. The Council comprises 6 members: two teachers' representatives, two participants' representatives and two representatives (nominated by the 4 preceding members) of workers' organisations or other organisations involved in the programme.

Where a programme takes place in an undertaking having an educational unit, the chairman of the Education Council is responsible for the necessary co-ordination with that unit.

The provisions of the decree enter into effect progressively in accordance with the over-all plan for reorganising the national education system.

* See legislative Decree No. 20598 of 30 April 1974 promulgating the law on socially owned undertakings. English and French translations of extracts from the decree were published in the ILO Legislative Series: 1974-Per. 1.

	T & D 4	Level -	Sector -	Country Peru 85	In referring to this abstract please quote No. 4/L 278
Author: Title: Bibliographical references:	- Decreto supremo No. 006-75-ED: Reglamento de calificación profesional extraordinaria El Peruano, Lima No. 10226, 5 May 1975, p. 7.				
Translation of title	Presidential decree No. 006-75-ED: Regulations governing special vocational training				
Subject analysis	Decree regulating special vocational training activities: characteristics; programmes; organs and methods of executing programmes; transitional provisions.				
Contents analysis	Special vocational training (calificación profesional extraordinaria - CPE) the aims of which are defined in the general law on education [cf. abstract No. 1/L 160-2 of Vol. 11] is essentially a system of non-formal education. It is intended for young people of at least 14 years of age and for adults, in employment or not, whatever their educational standard. CPE provides a range of self-contained courses of varying duration according to objectives. Such courses take place throughout the year; utilise all the resources available in the community; encourage the full development of the worker and help him to participate in the working community at both local and national levels. Responsibility for the organisation of CPE programmes devolves on all sectors of the economy. The Ministry of Education is responsible for co-ordinating the programmes so as to ensure: - that the various CPE programmes are consistent with the objectives of the national education system and the general education law, taking due account of sectoral and national development plans; - the rational and co-ordinated functioning of the educational services; - the elimination of dependence on external agencies; - appropriate use of international technical co-operation; - appropriate collaboration with workers' organisations and institutions. The functions of inter-sectoral co-ordination shall be to: promote uniform CPE programmes in the different sectors; promote, guide and direct research; lay down the general guidelines for CPE programmes; standardise CPE certificates at national level; keep up to date the list of institutions which carry out CPE activities.				
13 Feb. 76 ILO 76:1	38 (cont'd)				

Co-ordination of CPE is the responsibility of:

- The Standing Council for the Co-ordination of Education (Junta permanente de coordinación educativa - JUPCE);
- The General Directorate of Vocational Training and Basic Education for Employment (Dirección General de Educación Básica laboral y Calificación - DIGEBALYC);
- The CPE Multi-Sectoral Committee (Comité multisectorial del CPE).

The Standing Council is responsible for approving and communicating the CPE standards drawn up by the General Directorate to the different sectors. The Multi-sectoral Committee provides the General Directorate with evaluation services and assistance in establishing these standards.

CPE programmes

The different types of programmes (apprenticeship, initial and further training, training of independent workers, etc.) must be co-ordinated with regional and national development plans; promote a better utilisation of natural resources; give preference to socially owned undertakings.

Such programmes may be organised by CPE centres, educational units of undertakings (Centro laboral), teaching centres and other educational institutions, mobile units, radio and television and by correspondence.

The programmes must indicate, among other things: the persons responsible, the title of the course, its aims, the number of places, conditions for admission, duration (in effective hours), the syllabi, dates, etc.

An educational unit within an undertaking comprises not more than 10 members, elected half by management and half by a meeting of the workers (asamblea de trabajadores). In undertakings with 100 workers or more, a Co-ordinator elected by the workers has full-time responsibility for the educational unit. He must make the necessary provisions for workers' training in co-operation with the personnel department.

The CPE centres (CECAPE) are exclusively concerned with special vocational training programmes. Such centres may be state institutions (CENACAPE) or non-state (CENACAPE). Their principal functions are to: identify vocational training needs; plan and develop the corresponding programmes; administer, supervise and evaluate the programmes for which they are responsible; provide supporting services for the CPE educational units; award certificates.

[The decree also contains provisions governing the setting-up and operation of CECAPE and CENACAPE institutions.]

[cf. also abstract No. 4/L 279, Vol. 13.]

	T & D	Level	Sector	Country	In referring to this abstract please quote No. 4/B 68088
	4	-	-	Germany (Fed.Rep.) 430.2	
Author: Title: Bibliographical references:	MARWITZ, G. Realisierungsprobleme der Berufsbildungsreform - dargestellt am Beispiel der Berufsgrundbildungsjahr - Anrechnungsverordnung Berufsbildung in Wissenschaft und Praxis, Hannover, Vol. 4, No. 4, August 1975, p. 4-5.				
Translation of title	The inclusion within apprenticeship of 1-year's institutionalised basic training: problems raised by the vocational training reform.				
Subject analysis	Article describing the difficulties encountered by the introduction of 1-years' institutionalised basic training: suggestions for compromise to facilitate a solution.				
Contents analysis	The various measures envisaged for the reform of the system of education and training in the Federal Republic of Germany are running into serious difficulties. A typical case is the introduction of a years' basic vocational training as a full-time school activity. [See abstracts Nos. 4/B 49317, Vol. 11 and 2/B 66699, Vol. 13.] The aim of this institutionalised basic training year is to impart the basic knowledge and skills common to as wide a field of occupations as possible. To encourage the introduction of this reform the federal government issued a decree* in July 1972 stating that this basic training year should be taken into account in the total duration of apprenticeship. This has resulted in a certain number of undesirable consequences including an increasing reluctance on the part of undertakings to refuse to sign indentures with young people who have completed the basic training year. This in turn, leads young people to conceal the fact that they have successfully completed a years' institutionalised basic training or even to leave school before the examination. They are also at a disadvantage in relation to those who have entered directly into apprenticeships. Furthermore, according to the employers, young people who have completed institutionalised basic training suffer from certain deficiencies which entail the provision of special training facilities. Organisational problems also arise, since training places must be allotted at the beginning of the first year of apprenticeship while the students who have done the basic year do not arrive till the second year. The implementation of the decree also creates a problem of harmonising the number of training places available in the schools with those in the undertakings. Attempts to solve this problem, for example by concluding "pre-contracts" with undertakings as a condition of enrolling for the basic training year, have not so far had the expected success. A further drawback is that the pre-contract obliges the young signatory to make a choice				

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of occupation at the beginning of the basic training year, so defeating the educational objectives of the reform.

Efforts made since 1973 to work out federal teaching syllabi for the basic training year have not been particularly fruitful, mainly because of the inexperience of the federal and state authorities and of the social partners in this respect.

The only way out of the impasse would be a compromise acceptable to all concerned. Such a compromise might include the following measures:

- For a transitional period of 4 years, the period of institutionalised basic training counting towards the subsequent apprenticeship period could be reduced to 6 months. Advocates of this proposal claim that it would not reduce the number of young people entering institutionalised basic training because their principal motive is not to shorten their apprenticeship but to obtain a broader general training, which will help them in making an occupational choice; nor would it affect the number of training places, which are determined not by the duration of training but by the employers' manpower needs.
- During a transitional period of about four years, flexibility could be allowed in applying the decree in occupational sectors where it presents particular difficulties.
- Identical basic training courses could be introduced in both the undertakings and the schools or, at least, the contents of the two training programmes could be aligned more closely.
- A sandwich-type basic training year alternating between school and undertaking could be introduced in sectors where manual skills predominate (engineering, electrical trades, buildings, etc.).

* cf. Bundesgesetzblatt, Teil I, Bonn, No. 63, 8 July 1972, p. 1151 and Teil I, Bonn, No. 5, 27 June 1973, p. 665.

	T & D	Level	Sector	Country USSR	In referring to this abstract please quote No. 5/ B 69818
	5			47	
Author: Title: Bibliographical references:	DUMČENKO, N. J., BELJAEVA, A. P. Soderžanje professional'no-tehničeskogo obrazovanija v srednih proftehu- čiliščah Sovetskaja Pedagogika, Moskva, No. 10, Oct. 1975, p. 53-59.				
Translation of	Syllabi of vocational secondary schools				
Subject analysis	Article on vocational secondary schools: changes occurring in content of training; ratio between theoretical instruction and practical training in standard programmes drawn up for these schools by the Scientific Institute for Vocational Training Research; research by the Institute.				
Content analysis	The syllabi of vocational secondary schools [cf. abstract No. 4/L 183, Vol. 11] must be carefully chosen so that pupils may learn to understand thoroughly the techniques and scientific principles underlying the production process. Due to increased use of research in drawing up teaching programmes and syllabi the part played by links between the various subjects taught is of growing significance. The identification and establishment of these links is particularly important when they cover at one and the same time: (1) general education subjects, (2) general technical subjects and (3) vocational subjects. The Scientific Institute for Vocational Training Research has drawn up model programmes and syllabi for 26 key occupations taught in vocational secondary schools. In contrast to general education subjects the work carried out by the Institute showed that general technical and vocational subjects result from a merger of several subjects each belonging to a different-discipline. The Institute's studies also showed that in order to hasten the learning process and ensure the assimilation of these subjects, which are often very diversified and wide-ranging, their content must be subdivided into appropriately structured topics. Principles for the logical composition of these topics are currently being studied. In the model teaching programmes and syllabi, the ratio of theoretical instruction to practical training is 1 to 0.7 or 1 to 0.8 according to occupation. A comparative analysis of several training courses for key workers (multi-purpose machine-operator, fitter/regulator of measuring instruments, operative using automatic techniques in the chemicals industry, etc.) drawn up for vocational secondary schools and similar courses given in non-secondary vocational schools showed that in the former there is a definite increase in the importance accorded to theoretical				

instruction (including laboratory exercises) at the expense of production training and that this trend increases with the complexity of the occupation.

The development of a logical connection between the instruction received by primary school pupils (8 years of study) and their subsequent training at the vocational secondary school presents a number of problems and in particular, that of developing methods which would enable primary education to include a measure of vocational preparation in its teaching objectives.

	T & D	Level	Sector	Country	In referring to this abstract please quote No. 5/B 69293
	5	-	-	United States	73
Author: Title: Bibliographical references:	GOLDSTEIN, H., WIRTZ, W. Measurement and analysis of work training Monthly Labor Review, Washington, D. C., Vol. 98, No. 9, Sept., 1975, p. 19-26.				
Translation of title:					
Subject analysis	Article on the need to provide an integrated system of occupational data as a basis for decision-making at all levels - educators, administrators, employers and individuals - with regard to training; current situation; available statistical techniques; suggested action.				
Contents analysis	More than 5 million persons complete formal training programmes each year but it is not really known how effective these and alternative forms of career preparation really are. Despite a flood of information it is hard to get a comprehensive picture on which to base decision taking. Indications are that millions of young people are taking decisions affecting their subsequent life patterns on the basis of badly informed assumptions about the work prospects ahead of them. The future welfare of society as well as the lives of young people will be affected vitally by the consistency of career choices with the needs and prospects of the economy. Other interests also have a need for more reliable information on which to base decisions. Employers co-operate extensively in joint school-industry training programmes. Yet more and more employers appear increasingly to believe that if the schools will just teach people to read, write and do simple arithmetic, they can do the rest. At the same time, higher and higher educational levels are part of the entrance requirements for more and more jobs. Employers would obviously welcome firmer evidence about the effectiveness of various education and training sequences. The same could be said for those responsible for the administration of educational and training institutions, for determining entrance qualifications, for designing curricula and for establishing examination standards. Finally, legislators and government administrators responsible for multi-billion dollar manpower training programmes would also like more information about just how many workers get jobs as a result of these programmes. For all these groups it is essential to have information on the patterns people follow in moving not only from education and training into work, but also from occupation to occupation and from one geographic location to another. A great deal more about the occupational outlook than is currently known can be found out with a relatively modest extension of present efforts, at equally modest additional expense.				

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There is an obvious case for bringing together information and expectations about future occupational trends with information about the community's educational and training activities. Three clear needs emerge: to get and maintain a reliable picture of how many people are engaged (especially at the advanced stages) in various educational and training courses; to establish procedures for the fullest possible identification and communication of prospective work opportunities; and to provide for the comparative evaluation of the effectiveness and the cost of various combinations of educational and training courses for different types of careers and occupations.

A comprehensive "training-experience" survey system is an obvious imperative. There are already well-tested measurement techniques for establishing such a system. As a basic minimum the following action is suggested:

1. Annual institutional and population surveys should be made to determine the number of people enrolled in and completing educational and training programmes of all kinds, identifying so far as this is possible the occupational areas toward which such programmes are directed.
2. Federal action to assess the effectiveness of work-training programmes should be co-ordinated, and responsibility given to local communities for regularly compiling local statistics on enrolments and completions of all types of training, by occupational areas.
3. In order to permit better projections of manpower requirements and career opportunities, a comprehensive employment survey system should be established, including industry by industry occupational data.
4. Consideration should be given to the establishment of a job vacancy survey.
5. Four-yearly "training-experience" surveys should be made of the entire work force. These would provide valuable insights into the relationship between training and subsequent employment. These should be accompanied by follow-up surveys to identify changes that are taking place.

	T & D	Level	Sector	Country United States	In referring to this abstract please quote No. 6/B 69816
	6			73	
Author: Title: Bibliographical references:	NEWSTROM, J. W. Selecting training methodologies Training and Development Journal, Madison, W.I., Vol. 29, No. 9, Oct. 1975, p. 12-16.				
Translation of title:					
Subject analysis	Article on a situational approach to the selection of training methods: construction of a matrix which relates the conditions under which the train- er must work to the methods available to the trainer.				
Contents analysis	The training profession needs an answer to the question "What training method should I use?". The basis for the answer could lie in the emerging area of contingency applications to management. In essence, the contingency approach recognises that training needs, resources, corporate environments, training climates and the trainees themselves differ from one situation to the next. It begins by identifying the key variables that define these differences and then develops a framework of responses that are contingently dependent upon the underlying analysis. It seeks to identify the training techniques most clearly relevant for the unique combination of circumstances. Experience suggests that there are many factors to be considered in the selection of a training method, but the most critical <u>independent variables</u> include: the nature of the training objective, cost of developing and administering the programme, amount of trainee time required, optimum size of class that can be handled and extent to which principles of learning are inherent in the method (or can readily be incorporated). The <u>dependent variables</u> are the training techniques. The contingency approach combines these variables in matrix form and comprises a series of "If... then..." statements. The "If" elements are the independent variables that describe the conditions under which the trainer must work. The "Then" elements are the dependent variables that encompass the array of training methodologies available to the trainer. For example, if the objective is to induce attitude change in a group of employees, then none of the methods limited to increasing knowledge or skill are appropriate for consideration. Such a model is potentially useful from at least three standpoints. It allows trainers to examine their situation and choose the most appropriate techniques. It encourages them to criticise their training methods on the				

basis of a consistent and meaningful set of criteria. Finally, the analytical process involved in using the model will hopefully encourage trainers to seek productive ways of improving the over-all rating of a given technique that they (intuitively) prefer and intend to continue using.

The model as such is extremely flexible and its level of sophistication can be adapted to fit a whole range of training needs. The list of independent variables may be expanded or shortened, depending on the individual's perception of their importance. They can also be refined by giving them any number of intermediate values. Greater sophistication may be introduced by weighting them according to the relative emphasis that the trainer feels should be placed on the factors. The list of training techniques (the dependent variables) can also be lengthened, reduced or modified as required.

The model as such represents a first approximation toward developing a framework for decision-making by trainers that allows them to adapt their strategy to fit their situational needs.

	T & D	Level	Sector	Country Africa	In referring to abstract please quote No. 11/B 68934
	11			6	
Author: Title: Bibliographical references:	- Youth for development: an African perspective London, Commonwealth Secretariat, 1975: Report of a workshop on National Youth Programmes and National Service, 203 p.				
Translation of title					
Subject analysis	Report on a meeting held to discuss youth matters: working papers; country papers; recommendations. [This abstract deals only with the main recommendations.]				
Contents analysis	The Commonwealth African Regional Workshop on National Service and National Youth Programmes (Accra, Ghana, 1975) was held under the auspices of the Commonwealth Youth Programme (CYP) to examine the various approaches in this field and determine priorities for action. Senior administrators from 13 countries attended. Workshop participants emphasised the need for youth programmes and schemes for national service to constitute an integral part of the national development process. In this respect, issues to which youth programmes should pay particular attention in Africa are as follows: poverty, unemployment, rural development, rural-urban migration, the high incidence of illiteracy, the problems of school leavers and early drop-outs from school, the significantly high proportion of youth in the total population, the need to develop indigenous technologies and the need for intensification in the field of non-formal education. It was emphasised that the fundamental problem of Africa is poverty, and one of the major challenges to be faced in alleviating the widespread poverty is that of harnessing the potential of the substantial numbers of un-schooled youth. Noting that only a very small proportion of young people come within the orbit of national service schemes and youth programmes the Workshop approved a series of recommendations in three categories as outlined below. <u>Recommendations to those responsible for such programmes</u> - Special efforts should be made to ensure that government policies are fully understood and implemented. If necessary, new structures and procedures should be introduced to facilitate implementation, - Priority should be given to disseminating information which is of relevance to youth programmes. Where possible those responsible for				

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such programmes should initiate surveys in fields of direct concern which are not adequately treated in government and other publications.

- Functional literacy should be a prerequisite for expanding the scope of non-formal education within youth programmes.
- Attention should be directed to expanding the scope of youth programmes as well as increasing the number of young people, including the handicapped and young women, participating in their activities.
- Provision should be made for continuous evaluation of all youth programmes.

Recommendation to Governments

- Youth programme activities should relate to the over-all national development effort.
- Special emphasis should be placed on integrated rural development by national youth programmes and service schemes.
- Adequate provision, including personnel, should be made available to enable the desired expansion of youth programmes and national service schemes to be effected.
- Technologies appropriate to local conditions and needs might be introduced through youth programmes with the co-operation of the various ministries concerned.
- Increased support should be given to international exchange of information and personnel in respect of such programmes and schemes.

Recommendations to the Commonwealth Secretariat

- A programme of projects should be initiated, in selected African countries, to develop technologies appropriate to local circumstances.
- Flexibility should be adopted with regard to age limits in respect of youth workers applying for CYP fellowships.
- The CYP should expand its information service to include the distribution of specially commissioned papers and research of regional and sub-regional interest.

	T & D	Level	Sector	Country Philippines	In referring to this abstract please quote No. 11/B 67865
	11			914	
Author: Title: Bibliographical references:	CASTILLO, G. T., ARBOLEDA, D.A., DOMINGO, L. P., LASAP, V. M. Alternatives for rural youth: three village-level case studies in the Philippines Los Baños, University of the Philippines, College of Agriculture, 1975, 134 p.				
Translation of title					
Subject analysis	Report on a survey to study the relationship between various types of sec- ondary level education and employment patterns; methodology; in-school and out-of-school youths; community response to the educational system; life patterns of graduates; policy implications; statistics.				
Contents analysis	The educated unemployed and the unemployed out-of-school youth are two problems which have generated many solutions including the vocationalisation of secondary schools and the creation of the National Manpower and Youth Council and other such agencies [cf. abstract No. 1/L 76, Vol. 9]. Results have been disappointing. The findings of three case studies carried out under the auspices of the Council for Asian Manpower Studies (CAMS) to study the relationship between different secondary school curricula and employment are equally discouraging. The purpose of the case studies was to provide insights into the dynamics and realities of the various types of secondary education given in the "barrios" (remote rural communities). The types of education studied included general academic and college-preparatory (Barrio high school); vocational and preparing for direct entry into farming (Barrio Development School); college-preparatory academic and vocational streams (National High School). A total of 1,860 parents, students, community leaders and teachers were interviewed. The average age of those still in school was 16 years' of age (sample: 655) and those out of school was a year older (sample: 460). As regards community response the National High School and the Barrio High School had a built-in success factor in so far as they both prepared for post-secondary education. The Barrio Development School had a built-in failure factor in so far as it gave no preparation for further education and its aim - to prepare students to work as farmers - depends on factors which are completely outside the control of the school. Vocational graduates had no real advantage in terms of greater employability than those graduating from academic streams. The majority of out-of-school youth were not gainfully employed although they were not idle. They were mostly working as unpaid helpers on the				

farm and in the home. Those in employment worked as farm labourers, unskilled workers, semi-skilled workers, dressmakers/tailors, domestic helps and a few were in the service sector.

For those still in school the dream was to go on to college - even though only a few would actually be able to do so. Their job prospects were not much better than those who had left school. Those who were continuing with academic/vocational post-secondary education will probably find employment outside their villages at very low wages.

In the light of these discouraging results there is obviously a need to re-examine the assumptions underlying the employment objectives of education and training programmes. It must be recognised that there are limits to what education and training can do to promote employment. The fact that young people remain unemployed even after extensive education/training should not be blamed on the educational system. The problem lies in creating the supportive infrastructure. Policies which promote domestic or export markets for indigenous products can often have a more significant impact on youth employment than many training programmes.

This is not an argument against the promotion of better educational facilities and resources in the rural sector. All studies of rural-urban migration have shown that in addition to perceived employment advantages in the city, better educational opportunities for children are part of the inducement to migrate. Unless there is a major flow of development resources to the rural sector to counterbalance the lure of the city, there is no visible end to the rural-urban movement. This should include the deliberate development of regional and provincial urban centres.

	T & D	Level	Sector	Country United States	In referring to this abstract please quote No. 12/B 69510
	12			73	
Author: Title: Bibliographical references:	KISTLER, A. A finger on the pulse American Vocational Journal, Washington, D. C. , Vol. 50, No. 7, Oct. 1975, p. 36-37, 74.				
Translation of					
Subject analysis	Article on the need for greater co-operation between union representa- tives and vocational educators, so as to ensure more relevance between training and the world of work.				
Contents analysis	Despite increased attention to forecasting techniques by manpower plan- ners, it is virtually impossible to predict with accuracy what skills today's school leavers will need in the next five to twenty years. National econo- mic trends, local industrial growth or cutbacks, technological change, the geographic mobility of young people, and even the desire of many people for mid-career changes, all affect the marketing of these skills. A truly effective vocational education system, therefore, must be flexible enough to respond to the shifting needs of the people it serves. There are two sides to providing workers with skills that are in demand: (1) the development of training relevant to known employment needs and trends which enables the young to enter the employment market and (2) the prov- ision of opportunities for experienced workers to update their skills as new needs arise. In both these areas unions can be of assistance to vocational educators - particularly at the community level. Local unions do know what jobs are available in their community, what kind of training a young person needs to qualify and what tools and machinery are in current use. Unions are also knowledgeable about changing employment trends, skill requirements and technical developments. Union representatives can help educators ensure that young people find employment at the end of their training and that they will not be entering the world of work with skills that are already outmoded. A close relationship between the schools and unions can there- fore be vital in keeping vocational education institutions abreast of the employment situation in their community. Such co-operation should extend beyond the requirements of immediate entry into the employment market. Many unions are actively concerned with retraining and here again, close co-operation between unions and vocational educators is desirable.				
13 Feb, 76 ILO 27-1	52 (cont'd)				

Although programmes based on co-operation between unions and educators are few and far between, they do exist. In one such programme a vocational school is working closely with the unions in training workers already in employment. School facilities are being used by the carpenters' union to upgrade the mathematical, technical drawing and other skills of members. Other schools are carrying out pre-apprenticeship training which leads to guaranteed apprentice places. In another instance, union representatives have helped vocational schools to design their curriculum in relation to the requirements of actual jobs within the community.

By meeting regularly with union leaders and inviting ideas from union representatives in the development of school curricula, the teachers and administrators of vocational education could significantly enhance the relevance of courses and take advantage of the unions' knowledge of changing needs. Local advisory councils on vocational education should be created or strengthened to provide this kind of exchange.

	T & D 13	Level -	Sector -	Country Iran 55	In referring to this abstract please quote No. 13/B 68538
Author: Title: Bibliographical references:	- The design of educational programmes for the social and economic promotion of rural women Teheran, Women's Organisation of Iran, 1975, 270 p.				
Translation of title:					
Subject analysis	Report on a seminar to study the design of educational programmes for rural women: background papers; description of the Saveh Project; situational analysis; objectives, curriculum and evaluation; case studies in five countries; conclusions and recommendations.				
Contents analysis:	A seminar was held in Teheran from the 19-24 April 1975 to consider "The design of educational programmes for the social and economic promotion of rural women". The seminar, which brought together 25 participants from various countries was co-sponsored by the Women's Organisation of Iran and the International Institute for Adult Literacy Methods on the occasion of International Women's Year. The immediate objective of the seminar was that of obtaining suggestions pertinent to the development of Iran's Experimental Functional Literacy Project in Saveh and its expansion to other areas of the country. A more general objective was that of providing an exchange of experience and knowledge relating to the design and conduct of education programmes for rural women. The Seminar's four working groups studied the following topics: What is appropriate education for rural women? How can the objectives established for the education of rural women be realised through the instructional process? How can appropriate organisational structures be created to mobilise resources and co-ordinate project activities? What strategy and methods of evaluation are most appropriate for non-formal education programmes? Accepting that a detailed study of local conditions must precede the introduction of any programme to improve the position of rural women the participants drew up the following recommendations in relation to the four areas under discussion. The determination of <u>programme objectives</u> should take into account the need to: - provide access to education for women so that they can participate actively in the social and economic development of the community; this				

includes creating a receptive environment for the advancement of women within the whole community;

- strengthen the economic roles of rural women not simply through cottage industries but by preparing them to take an active part in modern economic activities;
- offer a diversified programme to meet the needs of specific age and occupational groups;
- build up leadership capacities through specific training programmes as well as encourage the creative ability of women in music and the arts;
- include the design of curriculum and teaching strategies which promote confidence and initiative and maintain the interest and motivation of women learners;
- help women understand the legal and other constitutional provisions existing in the country in order that they can make more effective use of them;
- develop effective mechanisms for bringing technical assistance and services to the village level in such a way that the drudgery and hazards of rural women's lives are reduced and their time released for creative and productive activities.

In order to fulfil these objectives the curriculum and supporting services must be examined carefully. Among the considerations which previous experience in the education of rural women has shown to be important are the following: flexibility (knowledge of the educational needs of rural women and the existing means for fulfilling them are too limited to permit a dogmatic approach); the production and use of materials which maximise learner participation; teachers sensitised to the need for and ways of drawing upon community resources to strengthen programmes and render them more relevant; mobilisation of other services in support of the programme; effectiveness of supervision and support services.

Emphasis was given to the need to set up a central organisation to co-ordinate programmes of non-formal education in the following areas: planning and organisation of regional programmes; training and orientation of personnel; production of curriculum and follow-up materials; establishment of rural libraries and other distribution mechanisms; programme evaluation.

Attention was drawn to the particular difficulties in evaluating non-formal education programmes. An evaluation strategy based upon a constant monitoring of a selected number of critical indicators and the use of special inquiries into problem areas was suggested.

	T & D	Level	Sector	Country United Kingdom	In referring to this abstract please quote No. 13/B 68251
	13			42	
Author: Title: Bibliographical references:	LEARY, M. Industrial relations - the training contribution Journal of European Training, Bradford, Vol. 4, No. 4, 1975, p. 195-228.				
Translation of title					
Subject analysis	Monograph on past and current developments in training and industrial relations: basic training; maintenance and development training; industrial relations training for future change.				
Contents analysis	The field of industrial relations is increasingly the centre of many of the present-day problems of society. The result is a growing interest in the industrial relations training area. There are however, very specific factors - such as multi-political influences and lack of clear-cut objectives - which make industrial relations different from other training areas and thus pose particular problems for trainers to overcome. These differences obviously have learning implications - as does the influence of the largely hidden effects of feelings, emotions and values on industrial relations behaviour. In designing training approaches these must be kept in mind if training is to make the maximum contribution possible. Industrial relations training can be conducted at a number of levels: (a) to enable people to learn about the system and procedures to be used in industrial relations (basic training); (b) to enable people to keep up to date, reinforce their learning, develop skills, discuss developments and overcome particular problems (maintenance and development training); (c) to enable people to plan for the future, consider alternatives, experiment with new systems, structures and procedures, change the climate of industrial relations (training for the future). Accepting union recognition as the starting point, basic training is likely to be concerned with helping people understand the establishment of a formalised structure within which future relationships can be established (e.g. conditions of employment, rules and practices of industrial relations). However, knowledge of systems and procedures is not enough. People, particularly at supervisory and shop steward level, will usually require training for understanding. Basic training all too often stops at the appreciation phase where knowledge is transmitted. There is a need for				

associated skill training at this stage as well as training in communication and administrative skills. This should include practical exercises to enable people to:

- develop their ability to deal with interpersonal problems as shop steward or manager in the industrial relations situation,
- develop the skills of analysing reports, balance sheets and operational plans,
- develop negotiating and problem-solving skills.

Once a basic industrial relations training system has been set up - and this in itself can be an exercise in industrial relations - then the concept of maintaining and developing that system has to be brought in. People must be kept up to date on the latest issues, laws, policies and procedures. Moreover, there usually needs to be reinforcement of earlier training.

Any problems that exist are to be found in the area of development training. Such training should give participants the opportunity to study the organisation as a behavioural system and to develop their own behavioural skills and knowledge. This raises the question of whether unions really want their stewards trained by management or whether management should be training shop stewards to become more effective in confronting them. Either view is shortsighted. New thinking is needed to find solutions to many fundamental problems existing within the industrial relations field.

Furthermore, the influence of broader social and economic trends on the industrial environment is becoming increasingly recognised and documented. These influences include questioning of traditional authority patterns, improvements in educational standards and increased access to information. Such influences have already brought about changes in the industrial scene (e.g. job enrichment, awareness of the quality of life, worker participation). Training facilitates the introduction of such changes. For example, participation can be legislated for but it requires that all parties understand the issues at stake for it to work in practice. As yet there is little being done in industrial relations training to enable employee representatives to gain such understanding.

If industrial democracy means anything it means change, and unless people are trained adequately the plans that are made will fail. There is a need for those working within the area of industrial relations training to evolve what training can and should be provided.

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